

Lifelong Learning Institute's Calendar Available

You can find the Eye on Learning newsletter on DWITE, IDWD's intranet website. The schedule of upcoming classes will be published bi-monthly during 2006. If you do not have access to DWITE, this information can be found by accessing the IDWD website at:

<http://www.in.gov/dwd/partners/lli.html>

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Schedule of Upcoming Classes

Please register for these classes by submitting your registration forms to the Lifelong Learning Institute or by emailing LLI at

LifelongLearningInstitute@dwd.in.gov.

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Eye on LLI Staff

John Moore

After 32 years of dedicated service, John Moore will bid farewell to DWD and LLI on June 16th. John, who is stationed in Evansville, has been a Training Coordinator with the Lifelong Learning Institute since its inception in February of 1998.

Prior to joining LLI, John held positions within DWD providing employment (ES) and unemployment (UI) services which included over 10 years in local office management.

Many of you have, at some point, attended training that John delivered. You might remember him for his neck ties and dry sense of humor. Or, you might have been impressed with his keen knowledge of UI law and procedures. John is affectionately known around LLI as "*The Unemployment Law Expert*." Anyone who needed a reference to a specific section of UI law would just call upon John.

John makes his home in Santa Claus, Indiana with his wife Ann. They parented two children, their son Matt and daughter KC. KC, a lawyer, has given John and Ann a precious granddaughter, Maggie, who recently celebrated her first birthday. They are eagerly awaiting the birth of their second grandchild, due in just a few weeks.

Their son Matt passed away shortly after starting his law career with his wife Lucy. Matt's involvement in the community and his work with youngsters was a source of great pride for his parents.

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May 2006 Classes

3	Workplace Harassment (PM Session only)	Evansville
4	Workplace Harassment (AM Session)	Evansville
5	Delivering Exceptional Customer Service	Terre Haute
8-11	New ES6 Lecture	OTB
9	Workplace Harassment (PM Session only)	Bloomington
10	Workplace Harassment (AM Session only)	Bloomington
10-11	MS Word 1	Evansville
11	Quality Job Orders	Gary
11	Workplace Harassment (AM Session only)	Bedford
11-12	MS Word 1	Kokomo
12	Workplace Harassment (2 Sessions)	Shelbyville
16	Workplace Harassment (PM Session only)	Richmond
17	Workplace Harassment (AM Session)	Richmond
17-18	MS PowerPoint	OTB
18	Hoosiers by the Numbers (2 Sessions)	New Albany
18	Workshop Presentation Skills	Gary
23	Hoosiers by the Numbers (2 Sessions)	LaPorte
23	Hoosiers by the Numbers (2 Sessions)	Lawrenceburg
24	Workplace Harassment (PM Session only)	LaPorte
24	Hoosiers by the Numbers (AM session)	LaPorte
24	Quality Job Orders	Terre Haute

24-25	MS Excel 1	New Albany
25	Workplace Harassment (AM Session)	LaPorte
25-26	MS Excel 2	Ft. Wayne
26	Workplace Harassment (AM Session)	South Bend
31	Hoosiers by the Numbers (2 Sessions)	Kokomo

June 2006 Classes

1	Job Development	Evansville
1	Hoosiers by the Numbers (2 Sessions)	South Bend
1	Hoosiers by the Numbers (2 Sessions)	Muncie
1-2	MS Excel 1	New Albany
2	Workplace Harassment (AM Session)	Muncie
2	Hoosiers by the Numbers (2 Sessions)	Eastside
6	Hoosiers by the Numbers (2 Sessions)	Elkhart
6	Hoosiers by the Numbers (2 Sessions)	Richmond
6	Dealing with Difficult Customers (2 Sessions)	Evansville
7	Workplace Harassment (PM Session only)	Terre Haute
7	Hoosiers by the Numbers (2 Sessions)	Elkhart
7	Defusing Workplace Violence (2 Sessions)	Evansville
7	Hoosiers by the Numbers (2 Sessions)	Madison
8-9	MS Word 2	Ft. Wayne

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8	Workplace Harassment (AM Session)	Terre Haute
8	Communication Skills	Evansville
8	Workshop Presentation Skills	OTB
13	Hoosiers by the Numbers (2 Sessions)	Columbus
13-15	Claimstaking 1	OTB
14	Hoosiers by the Numbers (2 Sessions)	Bloomington
14	Quality Job Orders	Evansville
15	Hoosiers by the Numbers (2 Sessions)	Bedford
16	Hoosiers by the Numbers (2 Sessions)	Eastside
16	Hoosiers by the Numbers (2 Sessions)	Linton
19	Hoosiers by the Numbers (2 Sessions)	Fishers
21	Hoosiers by the Numbers (2 Sessions)	Fishers
21-22	MS Publisher	Evansville
22	Workplace Harassment (PM Session only)	South Bend
22	Hoosiers by the Numbers (2 Sessions)	Muncie
22-23	MS Word 2	Kokomo
23	Workplace Harassment (AM Session)	South Bend
23	Hoosiers by the Numbers (2 Sessions)	Fishers
26-30	Business Solutions Institute	OTB
27	Workplace Harassment (PM Session only)	New Albany

28-29	CS3 Internet Staff View	Evansville
28	Workplace Harassment (AM Session)	New Albany
28	Hoosiers by the Numbers (2 Sessions)	Gary
29	Hoosiers by the Numbers (2 Sessions)	Gary
30	Hoosiers by the Numbers (2 Sessions)	Hammond

July 2006 Classes

11	Communications Skills	OTB
13	E-Resumes and Cyberspace Job Search	Evansville
18	Workplace Harassment (PM Session only)	Muncie
19	Workplace Harassment (AM Session)	Muncie
20-21	MS Excel 2	Kokomo
25	Workplace Harassment (PM Session only)	Gary
26	Workplace Harassment (AM Session)	Gary
27	Workplace Harassment (PM Session only)	Hammond
28	Workplace Harassment (AM Session)	Hammond

Please register for these classes by submitting your registration forms to the Lifelong Learning Institute or by emailing LLI at LifelongLearningInstitute@dwd.in.gov.

Remember! CALL-TO-SCHEDULE classes are available if you would like to bring a specific training class to your location. Contact Bob Hays at **(765) 962-8591, ext. 207**, for this Lifelong Learning Institute service. §



English Vocabulary (50¢ Words for the Quarter)

Edentulous: without teeth
 Physiatrist: a medical doctor specializing in physical medicine; a physical therapist
 Ankh: an ancient Egyptian symbol representing life
 Lexical: relating to the words, rather than rules of grammar, of language
 Legatee: the recipient of one's legacy
 Cadre: a tightly knit group of individuals with a common goal
 Laudatory: in support of; assigning merit
 Deliquescent: becoming soft or liquefying over time
 Ideality: something that is imaginary or exists only as an ideal
 Glyph: a symbol or a character, usu. Incised or engraved
 Cachinnation: loud or boisterous laughter
 Troglodyte: a prehistoric cave dweller
 Sidereal: relating to the night sky
 Licentious: ignoring accepted standards or rules, esp. in sexual conduct
 Undulant: moving in a wave-like, up and down motion
 Hoosegow: (slang) jail
 Taciturn: shy in regards to speech; uncommunicative
 Ambsace: bad luck; misfortune

**50¢ words sent to Eye on Learning by Mario Vian

If the reader has any good 50¢ words, send them to
 Carol Radke. (cradke@dwd.in.gov)

John seemed to possess a bottomless briefcase. At meetings it was not unusual for a policy or procedure to come up and for debate to ensue when not everyone saw eye-to-eye on the subject. John would open his briefcase and without effort produce a memo or notice that had been issued years earlier which explained the policy or procedure and put the debate to rest.

Maybe John can start a DWD e-bay type of business upon his retirement – and offer his briefcase as its first piece of merchandise. Wonder what that briefcase would fetch!

John and his wife Ann recently built a beautiful home. John also enjoys sampling various micro-brews when he's on the road or vacationing.

Some time ago, John shared with his UI co-workers the fact that it was a family tradition at his house for them to watch "A Christmas Story" every year during the holidays. In fact, it was Matt's favorite movie. When these co-workers recently took John out for a celebratory retirement luncheon, they presented him with a 20-inch replica of the famous Leg Lamp from that movie.

It is with heavy hearts that we bid farewell to John. There will be a void when we lose his wealth of knowledge – and his unique sense of humor. We wish both John and Ann the very best in their retirement and travels. And if you ever pass through Santa Claus, stop by to marvel at John's Leg Lamp proudly displayed in his front window! §



Celebrate Learning!

Business Solutions Institute

A New Certificate Program offered by LLI

The Lifelong Learning Institute (LLI) will offer its first Business Solutions Institute the week of June 26 - 30 at the Old Trails Training Center in Indianapolis. Classes offered the week of the Institute include: Economic Development, Business Labor Market Information, O*Net, ALMIS, and NAICS, Sales Techniques and Business Solutions and Services. Workshop Presentation Skills is a prerequisite. Workshop Presentation Skills classes will be held in the Gary WorkOne on May 18th and in Indianapolis at the Old Trails Building on June 8th. The training time at both locations will be 9:00-3:30.

This institute was designed as a hands on and practical applications for field representatives who work with employers. The training provides these representatives with the knowledge and skills to solve problems for businesses by using the programs, products and services offered by the Indiana Department of Workforce Development and its partners. The sales tools and techniques needed to build and maintain long term relationships with employers are also included.

When creating this training, the Business Solutions Work Group incorporated ideas from the Melanie Arthur training "Making Businesses Your Customers." Concepts from Greg Newton's training, "Building Employer Relationships ... Making Satisfied, Lifelong Partners and Customers," were also woven into the training modules. In addition, case studies were developed and each participant is required to apply economic development concepts, labor market information and knowledge of programs products and services to these real life situations.

Each participant selects an employer that he or she is working with and applies the skills and techniques they have learned in a ten minute presentation at the conclusion of the training.

The Institute was developed over the past year through the hard work and dedication of the Business Solutions Work Group consisting of LLI staff Roger Hahn, John Mahoney, Carol Radke, Greg Richmond, Jim Rinehart, Sharon Weiler and Peggy Wessol.

The work group also included the hard work, guidance and valuable input from Program Directors Deb Waymire and Richard Rampley, Director of Marketing Libby Manship, Linton Office Manager, Nancy Karazsia, and Employment Specialist III, Karen Swain.

Ten IDWD staff members from around the state completed the pilot version of the Institute the week of February 20 and found the training to be invaluable.

One participant who completed the institute said, "Since attending the Business Solutions training, I am more confident in my dealings with business customers... I have more to offer our current customers... and ... I will be more of an asset to new businesses seeking to locate in our area. It was an excellent training session, and provided a wealth of valuable information that can be utilized on a daily basis!"

Another participant said "I really enjoyed the training. It was so informative. I have used the websites to find information about the Employers. Before the training I had no idea where to search. Now, I use the websites all the time. Also, the sales class was a refresher for me. It was very informative. I hope the next group enjoys it as much as I did. The trainers were great!!!!" Many more favorable comments and responses were included in the evaluations.

If you are interested in registering for the June class, please complete the LLI registration form and send it to Connie Stanfield in the Lifelong Learning Institute. §

Blended Learning

UIM / BT2

This is the first of a series of articles that will explore the techniques that will be used by the Business Transition and Training unit to train staff about the Unemployment Insurance Modernization (UIM) project.

Blended learning combines the best aspects of online learning and face-to-face instruction to achieve the right mix of training elements. These training elements can be on the job mentoring, web-based training, web seminars, classroom training, hands-on labs, videos, and simulations. The blended learning approach takes these different elements and capitalizes on the strengths of all different delivery methods, while countering the weakness of each.

Blended learning means more than just blending web-based and traditional classroom methods of learning. It also refers to self-paced learning opposed to collaborative learning, and structured versus unstructured learning. The combinations of all these different formats are applied in blended learning.

Why use blended learning? There are many reasons that benefit the all of the learning stakeholders. The learners benefit by getting their information in different ways. By presenting the content in multiple methods, the learners can be stimulated visually, auditory, and intellectually through practice, collaboration, and self-study. Using self-paced learning allows the learner to adapt the training schedule to fit their schedule without wasting travel time. It also allows them to study at their own pace not making them wait for a class to be held or other students to catch up. Blended learning uses online or on-location classrooms and online chat to allow student networking and the ability to bounce ideas off of their peers.

The organization gets the opportunity to reach a more diverse audience with a consistent message. By using blended training to communicate policy and align business objectives, a company can save

time and travel costs for instructors and students. Using reusable content allows the organizations to communicate a single idea to multiple audiences within different courses. They can offer online courses to a single individual on demand instead of waiting for the requisite number of students.

Blended learning solutions are unique to the organization. There are characteristics of your organization to consider; such as the learning bias of organization against a certain type of technology or learning or the type content being taught. The audience consideration of multiple locations and the skill level are important parts in deciding how to blend the learning for your organization.

E-learning is an important piece of learning that is not widely understood. But e-learning when done well offers greater access, learner focus, and measurement capabilities than current traditional methods. There are many ways to implement e-learning in a blended program including providing on the job mentoring for e-learners who miss the human interaction of learning. Studies also show that e-learning is a terrific way to prepare learners for a classroom setting by providing the needed background information. In this way blended learning plays to both methods strengths by letting the e-learning present the information in a variety of methods and allowing the classroom training concentrate on the human interactive nature of the material.

“The ability to learn faster than the competition is often the only sustainable competitive advantage a company can have.” *The Living Company* – Arie de Geus.

In a fast paced daily environment where an organization has to make the most of their time and individuals, training and the ability for a organization to learn and change largely determines success. To combine all the learning modalities and use them all to their best efficiency is needed to ensure the success of an organization and employees. §

Ten Tips to Make Training and Development Work

Training Transfer Case Study

This case study will illustrate the power of paying attention to training transfer before, during and after the training and development sessions or activities.

❖ Before the Training

In a mid-Western university, the Director of Human Resource Development (HRD) created a new training series for supervisory staff members. She began the process with focus groups that included both prospective participants and supervisors to identify the key skills and ideas needed from the training. She consulted with outside experts to determine content. She observed training programs and met with other university HRD Directors to compare notes before developing the training. She formed a university-wide advisory committee to review and assist with the training design and delivery.

Then, working with internal and external training and development vendors, she developed the objective-based training sessions.

Managers of trainees are required to attend an initial meeting which introduces training session content and the role of the manager in supporting the training efforts. Gradually, more and more managers are attending the complete training as well.

❖ During the Training

She piloted sessions with the first couple of training groups. Sessions were redesigned based on feedback. Trainers present relevant examples and activities during the sessions. The participants fill out multi-page evaluations that provide feedback about content, learning, and the effectiveness of the sessions. These are due within a week and not required at the end of the session so participants have time for thoughtful review.

❖ After the Training

Training redesign is an ongoing process based on feedback.

A couple of months after the sessions, the HRD Director meets with employees who participated to assess their satisfaction and learning over time. She also meets with their supervisors to assess whether the employees are applying the skills in the workplace. Is the program a success? Yes! She spent the time to implement the ten steps recommended in this article and the university is reaping great results from the resources invested in the training. You can experience these results, too.

Source: This article, written by Susan M. Heathfield, is the last of a three-part series about making training and development produce the results you need for your organization. §

Hoosiers by the Numbers

The Department of Workforce Development recently unveiled its new data and statistics website, Hoosiers by the Numbers. This website replaces the INEWS site and is now available at

<http://www.hoosierdata.in.gov>

As part of the introduction, the Lifelong Learning Institute and the Research & Analysis Regional Market Analysts are partnering to present training for DWD and partner staff at each of the DWD WorkOne offices.

The schedule for these sessions is included in the LLI training schedule on pages 2-3. Two sessions will be held each day. Following the initial round of training, presentations will be given to external customers, including economic development groups, Chambers of Commerce, and other interested groups.

Please contact Peggy Wessol, or Cathy Boatman, if you have additional questions about this great new training opportunity! §

Lifelong Learning Institute

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Random Response Devices

Koosh ball, wadded up socks in a ball, net bath sponges, stuffed animals, rubber chickens, flexible Frisbee, piece of fruit or vegetable, a funny hat, an inflated balloon

1. **Group Mouth:** When your trainees are seated in small table groups, each group has its own RRD, which is the “mouth” for the group. The mouth is passed around the table to anyone who wants to talk and only the person holding the mouth can speak (the others must listen until it’s their turn to hold the mouth). A training buddy of mine made her own group mouth out of a stuffed white sock on which she used a felt pen to draw a big red mouth.
2. **Celebration Circle:** Participants stand or sit in a circle. An RRD is tossed randomly from person to person. Each catcher states something he appreciated about working with the group during the training and one way he plans to use what he’s learned. Then trainees give high fives to each other.

Source: Sharon Bowman, “Shake, Rattle & Roll”, 1999, pp. 52-54§



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